



Irmo Elementary

7401 Gibbs Street
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	505 Students	
Principal	Shannon McAlister	803-732-8275
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Average
2006	Excellent	Excellent
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

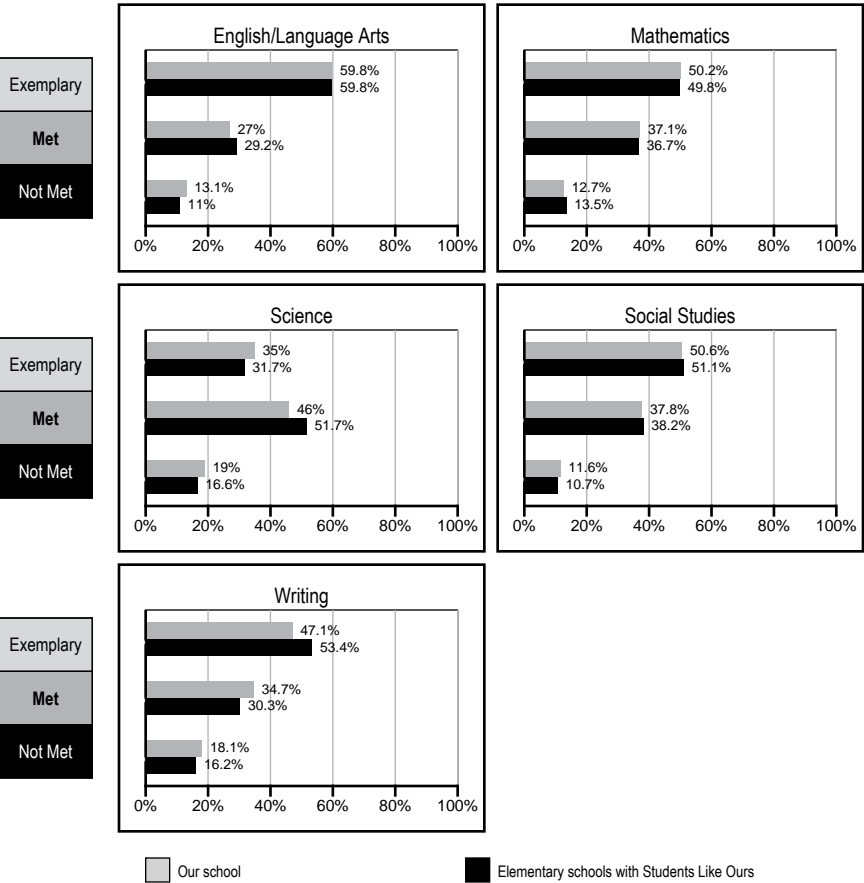
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	0	2	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=505)				
First graders who attended full-day kindergarten	98.8%	Up from 96.3%	98.8%	100.0%
Retention rate	1.0%	Up from 0.0%	0.9%	1.9%
Attendance rate	96.7%	Down from 97.0%	96.8%	96.3%
Eligible for gifted and talented	32.1%	Down from 33.0%	27.2%	10.0%
With disabilities other than speech	7.0%	Up from 6.4%	6.4%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	77.5%	Up from 69.0%	66.7%	59.4%
Continuing contract teachers	95.0%	Up from 83.3%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 86.6%	87.1%	85.9%
Teacher attendance rate	93.2%	Up from 93.1%	94.9%	95.1%
Average teacher salary*	\$52,024	Up 4.0%	\$48,221	\$47,149
Professional development days/teacher	10.7 days	Down from 14.5 days	10.4 days	11.1 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.2 to 1	20.5 to 1	18.8 to 1
Prime instructional time	88.4%	Down from 89.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,702	Up 11.4%	\$6,979	\$7,458
Percent of expenditures for instruction**	61.4%	Up from 60.5%	74.0%	68.8%
Percent of expenditures for teacher salaries**	60.5%	Up from 59.1%	67.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Irmo Elementary is to nurture and prepare every child with the knowledge and problem-solving skills to succeed in an increasingly global community. By offering programs that are data driven, we foster superior achievement, responsible citizenship, and a foundation for lifelong learning. Irmo Elementary School has a proud history of excellence. Among our accomplishments are: Exemplary Writing School; South Carolina Department of Education Red Carpet School; Palmetto's Finest; National Blue Ribbon School of Excellence; University of South Carolina Professional Development School; Blue Ribbon Lighthouse School; Intel/Scholastic 21st Century School of Distinction; and Palmetto Gold.

Mrs. Laura Adair, media specialist, and Mr. Keith Goodman, custodian were Irmo Elementary's 2008-09 Teacher of the Year and Support Employee of the Year, respectively. Our business partner of the year was Kroger. Our school enjoys strong relationships with the Irmo community and is extremely thankful for the support of our area businesses.

Our Honey Bunch After-School Program offers site-based afternoon care during the school year. Students in this program take part in a wide variety of exploratory camps and experiences featuring athletics, academics, and the arts.

Irmo Elementary students learn the keys to good citizenship by serving our school and community. Service opportunities include the "Wee Deliver" School Postal System, "Green Thumb" Gardening Club, as well as, student council, safety patrol, recycling club, and our morning television show, WBEE. Our students have opportunities to hone their artistic talents through art club, orchestra, chorus, and the Super Star Singers.

Irmo Elementary is very fortunate to have parents and community members actively involved as volunteers in our classrooms. Volunteers also serve our school in Baxter Court, our outdoor classroom; IES Publishing Company; and curriculum based Family Nights. Students get excited about the PTA-sponsored reading celebrations which allow each student to choose a book to add to his/her personal library. Fundraising efforts support literacy and ongoing technology implementation throughout our building.

Irmo Elementary is proud of the excellent education program offered to our students and is committed to having all children reach their greatest potential. Our students and teachers are supported academically by a sight-based Literacy Coach, Reading Interventionist, and Reading Recovery teachers. The instructional climate is one in which all stakeholders revere the value of a comprehensive instructional program, and the development of effective instructional practice is ongoing. Through our Professional Development School collaboration with the University of South Carolina we benefit from the expertise of the professors and researchers who frequent our campus.

Shannon McAlister, Principal

Karen Williams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	91	38
Percent satisfied with learning environment	97.6%	76.9%	94.4%
Percent satisfied with social and physical environment	97.6%	83.5%	94.4%
Percent satisfied with school-home relations	100.0%	84.6%	83.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	270	99.6	13.1	27	59.8	90	90.7	82.8	Yes	Yes
Gender										
Male	132	99.2	13.5	28.6	57.9	90.5	87.9	79.3	N/A	N/A
Female	138	100	12.8	25.6	61.7	89.5	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	187	99.5	8.9	22.2	68.9	94.4	94.6	89.5	Yes	Yes
African American	60	100	29.8	42.1	28.1	73.7	81.9	73.7	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	90.6	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	46	97.8	45	20	35	65	64.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	98.4	39.3	33.9	26.8	66.1	80.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	270	99.6	12.7	37.1	50.2	90	89.7	78.9	Yes	Yes
Gender										
Male	132	99.2	11.9	36.5	51.6	92.1	88.6	77	N/A	N/A
Female	138	100	13.5	37.6	48.9	88	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	187	99.5	6.7	36.7	56.7	95.6	94.5	87.2	Yes	Yes
African American	60	100	35.1	43.9	21.1	70.2	78.3	66.7	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	93.9	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	46	97.8	32.5	37.5	30	75	64.7	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	98.4	35.7	42.9	21.4	69.6	78	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	171	100	19	46	35	81	81.3	67.5
Gender								
Male	82	100	17.9	43.6	38.5	82.1	80.5	67
Female	89	100	20	48.2	31.8	80	82	68
Racial/Ethnic Group								
White	123	100	10.3	49.6	40.2	89.7	89.2	79.5
African American	34	100	51.5	39.4	9.1	48.5	61.9	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	28	100	45.8	41.7	12.5	54.2	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsided meals	35	100	56.3	31.3	12.5	43.8	64	55.1

Social Studies

All Students	171	100	11.6	37.8	50.6	88.4	86	72.3
Gender								
Male	84	100	9.9	40.7	49.4	90.1	84.9	71.5
Female	87	100	13.3	34.9	51.8	86.7	87.2	73.2
Racial/Ethnic Group								
White	115	100	7.1	35.7	57.1	92.9	90.6	80.7
African American	43	100	27.5	42.5	30	72.5	75.4	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	28	100	24	44	32	76	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.6	67.9
Socio-Economic Status								
Subsided meals	39	100	30.6	47.2	22.2	69.4	72.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	266	100	18.1	34.7	47.1	81.9	80.4	70.2	96.7	96.7
Gender										
Male	130	100	19.8	40.5	39.7	80.2	74.8	63.2	96.7	96.6
Female	136	100	16.5	29.3	54.1	83.5	86	77.5	96.6	96.7
Racial/Ethnic Group										
White	185	100	13.3	34.4	52.2	86.7	87	79.1	96.5	96.6
African American	59	100	38.6	36.8	24.6	61.4	64.9	57.6	97.3	96.8
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	86.7	86.2	97.2	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	62.6	95.8	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.3	68.7	96.7	94
Disability Status										
Disabled	42	100	51.3	25.6	23.1	48.7	39.2	26.1	96.4	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.7	61.2	97.4	96.6
Socio-Economic Status										
Subsidized meals	59	100	46.4	33.9	19.6	53.6	61.1	58.9	96.5	95.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	100	100	14.4	21.6	63.9	85.6
	4	73	100	13.2	30.9	55.9	86.8
	5	97	99	11.7	29.8	58.5	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	13.4	28.9	57.7	86.6
	4	73	100	7.4	36.8	55.9	92.6
	5	97	99	16	45.7	38.3	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	50	100	24.5	28.6	46.9	75.5
	4	73	100	16.2	54.4	29.4	83.8
	5	48	100	17.4	52.2	30.4	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	50	100	6.3	50	43.8	93.8
	4	73	100	8.8	42.6	48.5	91.2
	5	48	100	20.8	18.8	60.4	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	99	100	18.6	27.8	53.6	81.4
	4	71	100	16.2	42.6	41.2	83.8
	5	96	100	19.1	36.2	44.7	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample